

CATALOG INFORMATION

Dept and Nbr: ETHST 23

Title: CHICANX & LATINX STUDIES

Full Title: Introduction to Chicanx and Latinx Studies

Last Reviewed: 10/25/2021

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: ETHST 75

Catalog Description:

In this Ethnic Studies course, students will study the Chicanx and Latinx communities and cultures in U.S. society from Indigenous civilizations to the present. Chicanx and Latinx contributions to U.S. society are examined by using an ethnic studies lens and interdisciplinary approach, including social and behavioral sciences, humanities, literature, art, and music.

Prerequisites/Corequisites:

Recommended Preparation:

Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Schedule of Classes Information:

Description: In this Ethnic Studies course, students will study the Chicanx and Latinx communities and cultures in U.S. society from Indigenous civilizations to the present. Chicanx and Latinx contributions to U.S. society are examined by using an ethnic studies lens and interdisciplinary approach, including social and behavioral sciences, humanities, literature, art, and music. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area G	American Cultures/Ethnic Studies	Effective: Fall 2022	Inactive:
CSU GE:	Transfer Area F	Ethnic Studies	Effective: Fall 2022	Inactive:
IGETC:	Transfer Area 7A	Ethnic Studies	Effective: Fall 2023	Inactive:
CSU Transfer:	Transferable	Effective:	Fall 2022	Inactive:
UC Transfer:	Transferable	Effective:	Fall 2022	Inactive:

CID:

Certificate/Major Applicable:

Major Applicable Course

Approval and Dates

Version:	02	Course Created/Approved:	10/25/2021
Version Created:	10/17/2022	Course Last Modified:	12/30/2023
Submitter:	Curriculum Office	Course last full review:	10/25/2021
Version Status:	Approved (Changed Course)	Prereq Created/Approved:	10/25/2021
Version Status Date:	9/12/2022	Semester Last Taught:	Fall 2023
Version Term Effective:	Spring 2023	Term Inactive:	

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Analyze and articulate theoretical concepts of racism, eurocentrism, ethnicity, and self-identity.
2. Describe historical events within their cultural expressions, intellectual traditions, and contributions of Chicanx and Latinx people into U.S. society.
3. Understand the self-determination and the struggle for equality of Chicanas and Latinas within their communities and U.S. society at large.

Objectives:

At the conclusion of this course, the student should be able to:

1. Discuss historical, sociological, and cultural aspects of Chicanx and Latinx participation in U.S. society.
2. Explain the development of Chicanx and Latinx communities.

3. Understand the United States racist and discriminatory immigration policies.
4. Define and understand concepts such as racism, discrimination, segregation, self-determination, and decolonization.
5. Understand the colonizing patterns of racism, infra-racism, sexism, and gender identity.

Ethnic Studies Objectives:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in Latina and Latino American Studies.
2. Apply theory and knowledge produced by Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Latina and Latino American communities.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Latina and Latino American communities to build a just and equitable society.

Topics and Scope:

- I. U.S. Occupation of the Southwest
 - A. Existing Mexican communities adapting to U.S. society
 - B. Mexican struggle for self-determination and cultural identity
 - C. Thriving under U.S. racist policies against Mexicans
- II. Mexican and Puerto Rican Migration: Patterns and Adaptation
 - A. Establishing enclaves in U.S. society
 - B. Development of working communities and labor organizing
 - C. Cultural self-awareness and self-determination
 - D. Emergence of Puerto Rican and Chicanx economic and political rights
- III. Latinx Migration
 - A. U.S. intervention in Latin America
 - B. Cuban Revolution and its influence on militant Chicanx
 - C. U.S. appropriation of land, removal, and displacement of Latinx people
 - D. Latinx migration and enclave formation
 - E. Cultural expressions and Latinx integration into U.S. society
- IV. Chicanx and Latinx Resistance/U.S. Violence
 - A. Systemic racist attacks against Chicanx and Latinx communities
 - B. Community organizing, labor demands, voting rights, equality in education
 - C. Formation of political organizations and legal protection
- V. Civil Rights Movement
 - A. Economic, political, cultural, and social demands
 - B. Chicana and Latina awareness and self-determination
 - C. Demands for immigration reform
 - D. Demands for equal education
 - E. Establishment of Ethnic Studies Departments in U.S. universities
- VI. Chicanx and Latinx Contemporary Issues

- A. Multiethnic and multicultural Latinx expressions
- B. Central American migration and mass incarceration at the border
- C. Renewed demands for immigration reform: Deferred Action for Childhood Arrivals (DACA) and Dream Act
- D. Lack of equity in education and employment
- E. Explorations of gender identity

Assignment:

1. Reading and written analysis of assigned primary texts (30-50 pgs. per week).
2. Examinations, such as quizzes, mid-term, final, and/or take-home exam.
3. 3-5 written essays (each essay is 500 words each) requiring students to analyze representative works.
4. Optional participation in cultural activities, including museum visits, concerts, poetry readings, lectures, and field trips.
5. Optional creative projects (e.g. debates, visual journals).
6. Written homework.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, and/or essays

Writing
50 - 90%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Exams

Exams
10 - 30%

Other: Includes any assessment tools that do not logically fit into the above categories.

Field trips, activities, creative projects (debates. visual journals)

Other Category
0 - 30%

Representative Textbooks and Materials:

A Cup of Water Under My Bed: A Memoir. Hernandez Daisy. Beacon Press. 2015 (Classic)

A Dream Called Home. Grande, Reyna. Washington Square Press. 2018

Afro-Latino Voices: Narrative from the Early Modern Ibero Atlantic World-1550-1812. Garofalo J., Leo and McKnight, Kathryn Joy. Hackett. 2009 (Classic)

Borderlands La Frontera: The New Mestiza. Anzaldúa, Gloria. Aunt Lute Books. 2012 (Classic)

Children of the Land. Hernandez Castillo, Marcelo. Harpers Collins Publishers. 2020

Crucible of Struggle: A History of Mexican Americans from Colonial to Present Era. Vargas. Zaragoza. Oxford University. Press. 2016

Education in the New Latino Diaspora. Hamann, Edmund, Murillo G., Enrique, Wortham, Stanton. Praeger. 2001 (Classic)

Finding Latinx: In Search of the Voices Redefining Latino Identity. Ramos, Paola. Penguin Random House. 2020

Harvest of Empire: A History of Latinos in America. Gonzalez, Juan. Penguin Books. 2011 (Classic)

How the Garcia Girls Lost Their Accent. Alvarez, Julia. Algonquin Books of Chapel. 2010 (Classic)

I Am Not Your Perfect Mexican Daughter, Sánchez, Erika. Ember. 2019

In the Country We Love. Burford, Michelle. Audible Studios on Brilliance Audio. 2016

Inventing Latinos: A New Story of American Racism. Gomez E. Laura. The New Press. 2020

Latinx Immigrants: Transcending Acculturation and Xenophobia. Arredondo, Patricia. Springer International Publishing. 2018

Occupied America: A History of Chicanos. Pearson. 2014 (Classic)

Sentipensante Pedagogy. Rendon, Laura. Stylus Publishing. 2014 (Classic)

The Afro-Latin@ Reader: History and Culture in the United States. Flores, Juan and Roman Jimenez, Miriam, Editors. Duke University Press. 2012 (Classic)

The Brief Wondrous Life of Oscar Wao. Díaz, Junot. Riverhead Books. 2008 (Classic)

The Distance Between Us. Grande, Reyna. Washington Square Press. 2018

When I Was Puerto Rican. Santiago, Esmeralda. De Capo Press. 2006 (Classic)

Wild Tongues Can't Be Tamed. Fennell, J. Saraciela, Editor. About Macmillan. 2021

Massacre of the Dreamers, Castillo, Ana. New Mexico Press. 2014 (Classic)

OTHER REQUIRED ELEMENTS

STUDENT PREPARATION

Matric Assessment Required:	E	Requires English Assessment
Prerequisites-generate description:	NP	No Prerequisite
Advisories-generate description:	A	Auto-Generated Text
Prereq-provisional:	N	NO
Prereq/coreq-registration check:	N	No Prerequisite Rules Exist
Requires instructor signature:	N	Instructor's Signature Not Required

BASIC INFORMATION, HOURS/UNITS & REPEATABILITY

Method of instruction:	02	Lecture
	71	Internet-Based, Simultaneous Interaction
	72	Internet-Based, Delayed Interaction
Area department:	ETHST	Ethnic Studies
Division:	79	Behavioral Science and Social Sciences
Special topic course:	N	Not a Special Topic Course
Program status:	1	Major Applicable Course
Repeatability:	00	Two Repeats if Grade was D, F, NC, or NP
Repeat group id:		

SCHEDULING

Audit allowed:	N	Not Auditable
Open entry/exit:	N	Not Open Entry/Open Exit
Credit by exam:	N	Credit by examination not allowed
Budget code: Program:	0000	Unrestricted
Budget code: Activity:	4907	Ethnic Studies

OTHER CODES

Discipline:	Ethnic Studies	
Basic skills:	N	Not a Basic Skills Course
Level below transfer:	Y	Not Applicable
CVU/CVC status:	Y	Distance Ed, Not CVU/CVC Developed
Distance Ed Approved:	Y	Either online or hybrid, as determined by instructor
Emergency Distance Ed Approved:	N	None
Credit for Prior Learning:	N	Agency Exam
	N	CBE
	N	Industry Credentials
	N	Portfolio
Non-credit category:	Y	Not Applicable, Credit Course
Classification:	Y	Liberal Arts and Sciences Courses
SAM classification:	E	Non-Occupational
TOP code:	2205.00	History
Work-based learning:	N	Does Not Include Work-Based Learning
DSPS course:	N	Not a DSPS Course
In-service:	N	Not an in-Service Course